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TITLE	A Cooperative Plan to Establish an Early Childhood Center for the Invention, Demonstration, and Evaluation of Innovative Practices in Early Childhood Education. Final Report.
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ABSTRACT

In 1968 an upstate New York School district, acting on behalf of nine school districts, planned and established an Early Childhood Center. This evaluative report of a 2-year demonstration preschool, modeled on the British Infant School, describes the open classroom arrangement and its effect on the center's children, teachers, and student teachers. A major objective of the program was to create an atmosphere in which teachers could experiment without fear of failure, could learn from one another, and promote their own growth. The Center educated student teachers and aides from State universities and colleges. Dissemination services included workshops, courses, conferences, the establishment of a library (whose resources were available to teachers in nine counties), and monthly meetings for parents. (ST)

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U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

ED 081488

AN EARLY CHILDHOOD CENTER

FOR THE INVENTION, DEMONSTRATION, AND EVALUAVION OF INNOVATIVE PRACTICES IN EARLY CHILDHOOD EDUCATION

A Project to Advance Creativity in Education ESEA TITLE III Public Law 89-10

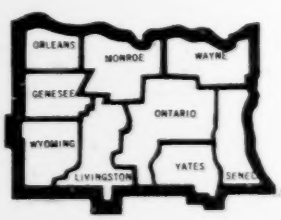
FINAL REPORT

Joint Applicants:

Orleans – Albion Central School District
Ontario – Bloomfield Central School District
Livingston – Geneseo Central School District
Genesee – LeRoy Central School District
Wayne – Marion Central School District
Yates – Penn Yan Central School District
Seneca – Seneca Falls Central School District
Wyoming – Warsaw Central School District
Monroe – West Irondequoit Central School District

PS 006749

Submitted in behalf of the nine joint applicants by:
West Irondequoit Central School District #3
Rochester, New York



June 1, 1971

ED 081488

A COOPERATIVE PLAN TO ESTABLISH AN EARLY CHILDHOOD CENTER FOR THE INVENTION, DEMONSTRATION, AND EVALUATION OF INNOVATIVE PRACTICES IN EARLY CHILDHOOD EDUCATION

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Wyoming County: Warsaw Central School District
Monroe County: West Irondequoit Central School District

PS 006749

Fiscal Applicant

CENTRAL SCHOOL DISTRICT #3, TOWN OF IRONDEQUOIT

370 Cooper Road

Rochester, New York 14617

June 1, 1971

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PART I

STATISTICAL

NEW YORK STATE EDUCATION DEPARTMENT
PROGRAMS FOR INNOVATION APPLICATION

PART I, STATISTICAL REPORT

SECTION A -- PROJECT INFORMATION

1. Reason for Submission of Form: (a) ____ Initial Application
   (b) ____ Resubmission
   (c) ____ Application for Continuation
   (d) x End of Budget Period Report

2. Major Description of Project: (a) x Innovative (b) ____ Services

3. Project Title: (Five words or less)
   Early Childhood Center

4. Applicant: (Local Educational Agency)
   Central School District No. 3, Town of Irondequoit

5. Address: 370 Cooper Road
   (Street)
   Rochester, New York 14617
   (City) (State) (Zip Code)

6. County: Monroe

7. (a) Congressional District: 35th, 36th and 37th
   (b) Regional Center: Genesee Valley School Development Association

8. Project Director: Nancy Lyke

9. (a) Address:
   100 Allens Creek Road
   (Street)
   Rochester, New York 14618
   (City) (State) (Zip Code)
   (b) Phone: 244-3590
   (c) Area Code: 716

10. (a) Person Authorized to Receive Grant: Sam Itkin
    (b) Title or Position: Fiscal Officer

11. (a) Address:
    370 Cooper Road
    (Street)
    Rochester, New York 14617
    (City) (State) (Zip Code)
    (b) Phone: 342-5500
    (c) Area Code: 716

I hereby certify that the information contained in this application is to the best of my knowledge correct, and the Local Educational Agency named above has authorized me as its representative to file this application.

7/21/71
Date

Signature of Person Authorized to Receive Grant
Sam Itkin, Fiscal Officer

SECTION A continued

12. Indicate the amount spent per weighted average daily attendance as reported in ESEA Title I application for grant, Statistical Data Sheet, Item #1.

(a) Second preceding fiscal year ending: June 30, 1968 -- $ 906.00

(b) Preceding fiscal year ending: June 30, 19___ -- $_____

13. Numbers of Congressional Districts Served: 35th, 36th, 37th

14. Total Number of Local Educational Agencies Served: 113

15. From the total number of persons served, or to be served, give the percent of children from families with an annual income of $2,000 or less: Approximately 2%

SECTION B -- BUDGET SUMMARY

1.

		Beginning Date (Month, Year)	Ending Date (Month, Year)	Funds Requested
(a)	Initial Application or Resubmission (First Budget Period)	6/24/68	6/23/69	$60,000.00
(b)	Application for First Continuation Grant (Second Budget Period)	6/24/69	6/23/70	$52,800.00
(c)	Application for Second Continuation Grant (Third Budget Period)	6/24/70	6/23/71	$52,800.00
(d)	Total Inno. Program Funds Requested			$165,600.00
(e)	End of Budget Period Report		6/23/71	

2. Complete this Item only if the project involves the purchase, lease, remodeling or construction of facilities for which funds are requested.

Descriptor	Funds Requested: First Budget Period	Second Budget Period	Third Budget Period
___ Purchase	$_____	$_____	$_____
x Lease	$ 4,536.00	$ 5,000.00	$ 5,000.00
___ Remodeling	$_____	$_____	$_____
___ Construction	$_____	$_____	$_____

PART II

EVALUATION

I. SUMMARY OF FINDINGS

A proposal to establish an Early Childhood Center for the invention, demonstration, and evaluation of innovative practices in early childhood education was submitted by the Genesee Valley School Development Association on behalf of nine school districts in the nine-county Genesee Valley region of upstate New York and funded by a regional grant in June 1968. The demonstration preschool opened in February 1969 with 30 children aged 3-5 from a mixture of racial and economic backgrounds. In its operation, it follows the British Infant School model, with teachers and student teachers manning interest areas, and children moving freely about in an enriched environment receiving individualized education. In two years, 103 students have participated in these teaching experiences for periods ranging from a few sessions to a semester full time. Pre- and posttesting, individual records, reports from kindergarten teachers and the children's own products give dramatic evidence of personal growth in the children who have participated in the program.

The Early Childhood Center also includes a dissemination phase. In addition to the 624 visitors who have observed the school in session, conferences and workshops have been conducted on a variety of topics. Schools have received consultation, assistance and inservice training on request. Staff members have also conducted workshops, given talks, and appeared on panels.

CONCLUSIONS AND RECOMMENDATIONS

On a modest budget, the Early Childhood Center has successfully operated a socioeconomically integrated, open-type school and has trained a large number of student teachers using a team teaching approach. These teachers are now implementing the innovative practices they have learned. The evidence strongly suggests that the kind of atmosphere created in this type of school is especially conducive to the intellectual and emotional growth of students in training; and that this may be the most valuable aspect of its activities.

Since it takes two to three years to build an operation, promote working relationships with parents, colleges, and other agencies and to establish a reputation in the professional community, it seems particularly inappropriate to terminate the project in a time when it is beginning to experience a maximum return on the investment of time, money, and enthusiasm.

The equipment and supplies purchased for this project will be transferred to either the Genesee Valley School Development Association or the West Irondequoit Central School District, the local education agency. (The Genesee Valley School Development Association, GVSDA, is a non-profit, educational corporation chartered by the Regents of the State of New York. GVSDA consists of school districts, colleges, and universities in the Genesee Valley region of Upstate New York.) The equipment and supplies will be lent to any non-profit agency that is desirous of continuing the ongoing programs of the Early Childhood Center. The Genesee Valley School Development Association is now working with several agencies and with parent groups to make continuation of the Early Childhood Center a reality.

II. STATEMENT OF THE PROBLEM

In July 1968 the West Irondequoit Central School District on behalf of nine school districts acting as joint applicants was awarded a grant (SED 727) to plan the establishment of an Early Childhood Center (U.S.O.E. Project No. 26-08-03) which would have the following characteristics:

1. A population of children drawn from all races and economic levels in the greater Rochester area.

2. A curriculum based on the most current knowledge of the cognitive and affective aspects of child development.

3. An atmosphere in which both children and adults (teachers, aides, students, parents) could grow and learn in ways best suited to their individual needs and interests.

4. A facility which would provide opportunities for students from education, psychology, pediatrics, and medicine to work together to improve the theory and practice of early childhood education.

5. A place where research workers could conduct studies related to children's growth.

6. A dissemination center which would provide information, advice, and help to teachers and administrators of the nine-county region in developing programs of early childhood education.

7. A demonstration preschool which would invent, demonstrate, and evaluate innovative practices in early childhood education.

The rationale underlying the original proposal was the acute need which has been voiced repeatedly in this area, for greater numbers of preschool personnel who have received a course of training, both theoretical and practical, which is based on sound psychological principles. The urgency of this need was becoming rapidly more apparent with the publication of the New York State Regents' position paper (Dec. 1967) on Prekindergarten Education, and the day care movement which has gathered momentum during the period of the Early Childhood Center's operation and has not yet reached its peak.

Within the Genesee Valley region's nine counties, college level training programs and quality practicum sites were (and continue to be) few in number and are concentrated in Monroe County. The State University College at Geneseo has a program specifically designed for training teachers of young children. Other institutions accept students within the framework of an elementary education program, or in isolated child development courses.

For their field experiences, students must rely on the Rochester Children's Nursery (8 per year), Small World Nursery School, and a few cooperative and private nursery schools (mostly a maximum of 1-2 student teachers a year).

That the Early Childhood Center could carve an important role for itself in teacher education was (and continues to be) obvious.

III. ATTACKING THE PROBLEM

The initial months of the one-year planning grant were spent in recruiting a director and teaching staff, who were very carefully selected for their philosophy, proven teaching ability with young children, enthusiasm, and dissemination skills.

The proposal called for a number of task forces to be set up to tackle the problems of developing learning sequences, acquisition of building and equipment, selection of children, integration of college training programs, coordination of research projects, development of a parent education program, conducting a pilot evaluation with a small number of children, and establishing a communication network with community agencies. It soon became apparent that many of these functions could and should be undertaken by the full-time teaching staff, and that greater momentum would be brought to the task of solving these problems when the school became operational. A decision was reached to open the school in the middle of the planning year, admitting 30 children (10 more than the pilot project proposed, and half the number projected for the first year of operation). Since federal funds were cut rather than increased in the following two years, this number of children has remained constant. Much of the money earmarked for the task forces was reallocated, with the permission of the State Education Department, to the purchase of equipment and rental of suitable quarters.

Another factor which emerged was the need to separate to some extent the functions of demonstration and dissemination. Although these are two aspects of a single process, teachers are oriented primarily to the needs of the children and are less concerned with dissemination activities related to the planning of conferences, building a library, giving talks, etc. These two aspects of the Early Childhood Center were separated to some extent and became known as the Demonstration Preschool and the Dissemination Center respectively, though the general public probably thinks of the Early Childhood Center as being primarily a demonstration "British Infant" type nursery school.

During its two years of operation, the Early Childhood Center has excelled primarily in its function of educating student teachers and student aides to move away from traditional concepts of the teacher-child relationship and classroom discipline. By virtue of its "open classroom" arrangement, the joint planning of activities geared to the children's expressed interests, the teamwork in the classroom, and the evaluation and discussion periods following each session, the student teachers gain many insights into ways in which teachers can work cooperatively to help children learn in a spontaneous and creative manner. Students who have spent 8 weeks of student teaching in this setting express highly positive feelings about such experiences. Since the student teaching is typically the final experience of the college's teacher

education program, and occurs immediately prior to their taking positions in the schools, there is reason to believe that it may be very influential in determining the attitudes with which these young teachers are launched into their teaching careers. The long term effects on future generations of children are inestimable.

In addition to prospective teachers from the universities and state colleges, students at Monroe Community College assist in the teaching on a regular, long term basis. The concept of certified teachers, students-in-training and aides working in teams has proved a viable one in this context.

Students signing up for independent study courses at the University of Rochester occasionally elect to study some problem in early childhood education, supplementing their reading on the problem with observation or guided experimentation at the Early Childhood Center. This arrangement has proved mutually beneficial to students and children. Other students come regularly as part on ongoing research projects in pediatrics and psychology. In brief, the Early Childhood Center now serves the University of Rochester, State University Colleges at Geneseo and Cortland, Nazareth College and Monroe Community College, for several different kinds of student placement purposes. (See attached table showing number of students from each institution and duration of sessions. A description of the student's projects may be found in the Appendix.

As the reputation of the Early Childhood Center has grown, the number of visitors has grown correspondingly. Visitors are encouraged to talk to the children and enter into their activities, in order to appreciate more fully the potential for problem-solving which is an integral part of these activities.

Over 600 persons have visited the Early Childhood Center since it opened two years ago. In addition, the Early Childhood Center staff has conducted special sessions with groups of teachers who have expressed a need for some kind of inservice e.g. the Community Teacher Program, the Eastside Community Center, the Family Sursery (City School District of Rochester), and the Genesee Hospital Day Care Center (see Appendix).

As a part of its dissemination services, the Early Childhood Center has organized one major conference each spring. The themes selected were: An Eclectic Approach to Early Childhood Education (1969), Children and Teachers as People (1970), and Children's Play (1971). Details of programs for these conferences may be found in the Appendix.

Many other workshops, courses and conferences have been sponsored or co-sponsored by the Early Childhood Center. These include:

Invitational Working Conference (June 1969)
Behavior Modification Workshop (October 1969)
Dalcroze Conference (November 1969)
A Learning Disabilities Workshop: Educating the Young Child With a Learning Disability in the Regular Classroom (January 1970)
Rochester Association for The Education of Young Children - Annual Conference (March 1970)
Early Childhood Growth and Development - 10 week course (March-May 1970)

Institution	Program	Duration of Placement	Number of College Students
University of Rochester	Education	1 semester (1, 2 or 3 times a week)	11
	Psychology	1 semester (1, 2 or 3 times a week)	2
		6-10 sessions	4
	Nursing	5 sessions	5
State University College at Geneseo	Early Childhood	½ semester (full time)	16
State University College at Cortland	Education	1-2 sessions	20
Nazareth College	Human Development	1 session	20
Monroe Community College	Human Services	1 semester (2 times a week)	21
Independent	-	5 sessions	1
		14 sessions	1
		3 sessions	1
Brighton High School		1 semester (half-time)	1
		TOTAL	103

Early Childhood Growth and Development 10 week course (October-December 1970) (Second session)
Learning Disabilities Workshop: Learning Problems in Young Children - How To Identify and Deal With Them (February 1971)
Family Nursery School and Early Childhood Center Staffs Combined Workshop (January 1971)
Rochester Association for the Education of Young Children: Change! Impact on Education (March 1971)
Rochester Association for the Education of Young Children: Educational Implications of Piaget's Theory (April 1971)

Another aspect of the dissemination phase is the small but excellent library of books and materials available to teachers, students, and parents throughout the nine counties.

Parents have proved a vital element in the school's operation. They have assisted in many ways such as assembling equipment, accompanying children on field trips, cooking special dishes with the children to celebrate festivals and birthdays, carrying out various classroom activities such as painting, music, swimming, and dance. (See Appendix) The parents meet once a month to discuss various school-related topics, view films, or simply socialize. The parent group elects two members annually to serve on the Advisory Committee. During the past year, the parent group has been primarily concerned with exploring sources of future funding.

The Advisory Committee consists of approximately 15 persons (representing local colleges and organizations) who are active in the field of education and have an expressed interest in early childhood. A list of persons who have served on this committee over the past three years may be found in the Appendix. The Advisory Committee has been very helpful in formulating the guiding policy of the Early Childhood Center and, more especially in suggesting ways to investigate sources of new funding.

As previously mentioned, the Early Childhood Center has not been able to admit as many children as originally proposed. A breakdown of attendance records shows that 1 child has completed $2\frac{1}{2}$ years, 6 children have completed 2 full years, 13 children have completed $1\frac{1}{2}$ years, 28 children have completed 1 year and 11 children less than one year.

IV. ANALYZING THE DATA (EVALUATION)

One purpose of the evaluation was to assess the extent to which experiences and opportunities for learning provided by the Early Childhood Center were attended by increased competence in exercising cognitive skills usually regarded as crucial to successful school learning. Such skills are typically reflected by the content of intelligence, scholastic aptitude, and readiness test items. Operationally, items of this kind require the exercise of recall and recognition (e.g. habitual memory for general information and vocabulary), attentiveness and short term memory (e.e., for words, sentences, and numbers), counting skills, abstractions (identifying quantitative or qualitative similarities and differences among objects), elementary induction and deduction (analogical reasoning), as well as the communication skills (comprehension and production) proportional to the test tasks.

First Year

During the Center's first year, problems of institutional organization, operational logistics, and curriculum implementation absorbed staff efforts almost completely. Moreover, the period of attendance for the first group of children enrolled was of relatively short duration and complicated by instability of both enrollment and staff. Formal evaluation of pupil performance was therefore deferred to the second and third years, when a more systematic, efficient and valid assessment could be procured.

Second Year

In the second year of operation, the Preschool Inventory was administered as early in the year as the Center's staggered admission policy and adaptation of children to the school would permit. Individual testing of all children was accomplished in a three week period between October 14 and November 4, 1969. Posttesting with the same instrument was conducted in May 1970. Both pretest and posttest were administered to all children individually by the same classroom teacher in order to control for tester variability and to maximize rapport and motivation necessary to obtain valid measures.

The criterion of test selection was principally that of content validity and the test's sampling of behaviors which reflect specific developmental goals of the Center. The criterion of attainment for each child was the degree of positive change on the test's percentile norms for children of the same age at the time of pretest and posttest. It must be noted that, in the absence of rigorous controls, changes in test performance are obviously not exclusively attributable to the Center. This is not viewed as a particular disadvantage. However, the existence of a unique contribution by the Center to the children's criterion performance would be strongly suggested by discovery of otherwise unanticipated performance gains relative to the test's norm group. In other words, development uninfluenced by the intervention of preschool educational experiences afforded by the Center would be expected to result in fairly stable performance on age-related percentile norms for the group as a whole.

Because of the possibility that scores may have been depressed due to a ceiling effect on the Preschool Inventory, the group was tested in the third year on the Slosson Intelligence Test (SIT). The SIT is an individually administered test that is essentially a short form adaptation of the Stanford-Binet Intelligence Scales. Several features recommended its use with the children attending the Early Childhood Center. Available evidence, though limited, attests to the excellence of the SIT's psychometric properties. The content is reasonably representative of cognitive skills whose development the Center proposed to foster. The test clearly possesses unlimited ceiling for the children attending the Center.

Third Year

The children enrolled in the Center's program for the final year of the project were tested individually on the SIT during October and early

November 1970 by an external evaluator and an associate functioning under his supervision. A total of 23 children were tested, 2 of whom proved untestable by reason of adjustment problems and (in one case) unusually severe physical neglect and intellectual impoverishment of the home environment.

An attempt was also made to obtain test data on a comparison group (N=17) matched on age, sex, and socioeconomic status with the children attending the Center. Over half of this group came from the Center's waiting list, the rest were names submitted by parents of children attending the Center. Acceptable comparison subjects could not be obtained for five children enrolled in the Center. This fact and the additional mortality anticipated for the post-test made terminal comparisons between groups untenable. Post-testing of the comparison group was therefore eliminated.

All pretested children still in attendance were post-tested during the third week of May, 1970.

V. FINDINGS

Second Year

Of 26 children pretested, 6 were no longer attending, for a variety of reasons, at the time of retesting. Pre- and posttest age-related percentile scores of the remaining 20 children were compared to determine the frequency and relative magnitude of change in performance on the Preschool Inventory. The results may be summarized as follows:

1. Four children scored above the 90th percentile on the pretest, so that posttest afforded very limited opportunity for relative increases. It should be noted with respect to this group, however, that in no case did posttest performance regress toward median performance, as might well have been anticipated had test unreliability affected scores materially.

2. By the same token, differences observed between pre and posttest among four children who scored below the 10th percentile on pretest exhibited considerably greater relative change (10, 20, 20 and 90) percentile units.

3. For the group as a whole, the direction of change was consistently positive. Only one child's performance exhibited negative change, indicating a failure to maintain the developmental pact of his age peers. This particular child, it may be noted, was the youngest in the group and is believed to have been handicapped by an inability to capitalize on learning opportunities and experiences afforded by the Center. The same child remained an additional year and did, in fact, exhibit a notable gain on the SIT.

4. Of the remaining 11 children, 2 exhibited increases of less than an arbitrarily selected improvement criterion of 15 percentile units. Six children were observed to increase performance from 15 to 25

percentile units, and the increase observed for the 3 highest gainers lay between 45 and 50 percentile units. It is suspected, moreover, that a ceiling effect on the test may have prevented the observation of even larger increases for at least 7 of the total group of 20 children.

On the whole, the test data suggest that attendance at the Center is clearly associated with substantial relative gains in performance on age-related percentile norms which would be difficult to explain in the absence of effective educational intervention by the Center.

The performance of the group as a whole on the SIT was unexpectedly high, ranging from average to exceptional accomplishment in comparison with age-related norms available for the test. Results observed on the SIT generally agreed with the Preschool Inventory posttest data to the extent that there was virtual identity between classification into the upper and lower halves of the two distributions. The Pearson product-moment correlation between the two tests for this group of children, moreover, was found to be .75. In addition at the end of the 2nd year, sufficiently large and dependable differences on the SIT were observed among children at the highest performance level of the Preschool Inventory to warrant acceptance of the belief that the Preschool Inventory was, indeed, a victim of a ceiling effect. Consequently the observed correlation between the two measures appears to be severly attenuated by the restriction of range attendant upon the Preschool Inventory ceiling effect. This suggests two reasonable conclusions:

1. That developmental progress of the children scoring at the highest level of relative performance on the Preschool Inventory may, in fact, have exceeded the progress of the most able among their norm group peers. This, of course, is uncertain; and the amount of such superiority, if it exists, is indeterminate.

2. That correlational evidence and inspection of data suggest the appropriateness of substituting the SIT for the Preschool Inventory in the psychometric evaluation of the following year's class.

Third Year

Of the 28 children who were enrolled at the Center at the time the project terminated, 22 were pre- and posttested with the SIT. Of the 6 remaining, one was untestable at the time of pretesting; one was absent and 4 entered the program too late in the year to be considered in the evaluation.

The mean pretest performance for the group, 123.4, was unexpected, given the social stratification built into selection procedures. This finding is difficult to explain, since ordinarily the anticipated performance of disadvantaged children would tend to compensate for cultural factors that would inflate the performance of children from more favorable environmental backgrounds. Anticipated improvement in performance resulting from the educational intervention of the Center's program was threatened somewhat by the increased probability that regression due to limited test reliability would offset gains in actual performance levels. Contrary to expectations, posttest performance, yielded a group mean of 127 on the SIT, an average increase of 4.6 points. Of the 22 children, 15 exhibited gains ranging from 1 to 34 points, while performance of only 6 children regressed from 2 to 10 points, and the performance of only one child remained unchanged. In general

it may be concluded that the developmental progress of the group was sufficient not only to neutralize the operation of a relatively strong regression effect but also to produce a mean increase of approximately 5 IQ units. The data suggest strongly, as did the Preschool Inventory data in the second year evaluation, the conclusion that intervention by the Early Childhood Center effectively contributed to an increase in the developmental rate of the cognitive skills measured by the test. That is, the mean increase actually observed would be difficult to explain in the absence of effective systematic intervention. This is especially true in light of the fact that high pretest performance by the group as a whole woule, without intervention, normally be accompanied by an overall decrease in posttest performance attributable to regression effects. In other words, it is more than likely that the observed increase is an underestimate.

VI. CONCLUSIONS AND RECOMMENDATIONS

The Children

1. The mixture of children from different races and backgrounds has worked well. There is mutual acceptance among children and staff. On the rare occasions when incidents involving racial tension have arisen, the staff have used these to assist the children's learning toward greater tolerance and acceptance.
2. In general, the children show marked intellectual growth as a result of being in the program. This growth is manifested not only in improved test scores, but in the children's general demeanor, their attitudes toward problem solving, their conversational ability, and their intellectual curiosity.
3. Some of the children have been selected on the basis of an environmental problem, e.g. congenital dwarfism, severe parental anxiety, etc. These children often make dramatic progress in terms of accepting and coping with the problem, as do their parents, staff, and fellow pupils. The policy of working closely with both children and parents, and the daily discussion periods with the staff serve to accelerate the growth of these children. (See Appendix for several case studies).

The Teachers

1. A major objective of the Center was the creation of a "comfortable" atmosphere in which teachers could experiment without fear of failure, could learn from one another, and find ways to promote their own growth. In spite of some turnover in the staff, the organization is conducive to teachers' rapidly feeling at home and becoming able to function effectively in an unusual school setting.
2. Some of the teachers are recent college graduates, others have had several years' experience in public school systems. Both types of teachers begin to change after a few weeks at the Early Childhood Center. They react to children as individuals, are less concerned with "discipline" as an end in itself, and begin to appreciate the rewards of creative teaching.

3. Many of the staff are continuing their own education; four teachers are enrolling in the Master of Education program at the University of Rochester (one a special program to train early childhood specialists); one is planning to return to college full time next year to complete her bachelor's degree; and the secretary is taking courses in child development and early childhood education. A high school student who came for a semester half-time, changed her career plans, and will complete two years of early childhood training this June. These examples suggest that the Early Childhood Center has been instrumental in promoting the professional growth of the adults who have taught there.
4. A teacher from an inner-city school taught at the Early Childhood Center on a brief exchange while an Early Childhood Center teacher taught her class in the inner-city school. This proved to be such a mutually beneficial experience that the experiment was repeated this year with Family Nursery School. (See Appendix for description of these activities).

The College Students

1. Almost without exception, the students enjoy their placement experiences at the Early Childhood Center. Sometimes they try (not always successfully) to transplant the ideas and techniques into the public school systems in which they subsequently practice teach. The Early Childhood Center has assisted some students to obtain positions in schools having a similar philosophy, and this has worked very well. Principals and parents speak highly of these teachers.
2. It appears to be advantageous for students from different types of colleges (private university, state colleges, community colleges, etc.) to work together. This group activity comes about spontaneously as the result of the large numbers of students who use the facility, and the comfortable atmosphere which promotes free interchange of expression and mutual respect among teachers and students.
3. Student teachers, under this type of organization, learn to be observant, to think about each child's behavior and its underlying factors, and to plan for his maximum growth in all areas.
4. An extremely valuable aspect of the program is the daily evaluation period after the children have departed. At this time, teachers, students-in-training and occasionally visitors, come together to discuss the day's activities, incidents of special note, and individual children's progress. Theoretical dialogue frequently ensues as a result of opposing points of view which are expressed in the course of the discussion. College faculty supervisors of the participating students have stated that they view this part of the Early Childhood Center's operation as one of the most valuable opportunities for growth that their prospective teachers encounter. The indirect benefit to the children is another important reason for implementing this activity in other training programs.

The Parents

1. When parents are encouraged to feel that they are an integral part of the school, they become enthusiastic about finding ways to improve the education their children are receiving. They are willing to supplement the school's efforts in many ways.
2. Parents learn a great deal about themselves and the way they function in relation to their children as a result of gaining new perspective from the staff. We have examples of parents who have ceased to view their child as retarded, or worry less about his "poor health". (See Appendix for case studies of Scott, David, and Nathaniel). Some children who have been accustomed to a situation where considerable direction is imposed must learn to handle freedom and learn independence (see case study of Petra).
3. Some parents have become spokesman for this kind of education in the larger community.
4. Parents who have been involved in seeking continued support have solicited over 200 foundations, have visited local industries such as the Eastman Kodak Company and the Xerox Corporation, and have planned an "early childhood publicity week."

The Community

1. In addition to the regular students-in-training, the Early Childhood Center has conducted in-service activities with the staff of various child agencies in Monroe County. For example, 22 staff members and the project supervisor from Family Nursery School, Rochester City School District, came two at a time for 2-3 sessions each, including the classroom period and the evaluation hour; the Community Teacher Program sent its total faculty of 24 for a morning workshop; the Eastside Community Center, as part of its change over to an open classroom organization brought 46 children on five mornings to accustom them to the method and equipment, and the teachers returned on two other days to seek advice and help in their operation; Project Headstart (Rochester) also sent five teachers for two sessions for the same purpose. Four day-care personnel from Genesee Hospital Day Care Center came to work with the children for three sessions each. The staff of Project REACH, a program that provides day-care for migrant families, spent a week as temporary staff in a learning-teaching experience.
2. The community has come to accept the Early Childhood Center and to regard it as a valuable placement for training young teachers, as well as an excellent experience for children.
3. Such a center may become a powerful dissemination device, especially if a full-time person could work on carrying these concepts to a wider audience.

GENERAL CONCLUSION

The Early Childhood Center has been a highly successful experiment. On a relatively small budget, it has accomplished a great deal in promoting the cause of humanistic education, the viability of the "open classroom" model, and the value of team teaching by a differentiated staff. A well-run demonstration center, which takes its dissemination responsibilities seriously, can become a powerful instructional force in preschool and elementary education.

PART III

APPENDIX, INCLUDING DISSEMINATION MATERIALS

EARLY CHILDHOOD GROWTH AND DEVELOPMENT

COURSE OUTLINE

Dates	SESSIONS (1-4 pm each)	EXPERIENCES
March 3 & 4	Discussion "Who Am I?"	"I am The Child" Display "Growing Up" Notebook Bird Feeders Children's Art Notebooks-Pictures
March 10 & 11	American Red Cross	Health
March 17 & 18	Projection: Class Needs Film: "A Chance at the Beginning" My Family "Who Am I?"	Film 16mm, "A Chance at the Beginning." "The Basic Task of Every Teacher." Art Media Select Projects
March 24 & 25	Discussion - Activity "My World Today" - The Child Playing, listening, expressing Indoor Play Outdoor Play	"Rooms Speak","Give me Space " "Learning Centers" Observation-Visit to AAUW Nursery Play Equipment "Guide for Observing Children at Play"
March 31 April 1	American Red Cross	Health
April 7 & 8	Audio Visual "My World Today" Communicating - Creating Class Needs	Display Film Strips or Slides Cooking "Program for 3's & 4's" Projects "Creative Experiences" "Cooking in Pre School"
April 14 & 15	"Happy Ones -Healthy Ones" "My World Today"	Reports on Projects "Science" "Music and Rhythms"
April 21 & 22	Influences: Community "My World Today"	"Bulletin or Displays Display Boards" Mounting Pictures
April 28 & 29	Meet Me in the Group Disturbed - Slow- Under developed	Report on Projects "The Language of Love"
May 4,5 & 6	ROUND UP	

This course was repeated Oct. - Dec. 1970

In-service Program With Family Nursery School

Family Nursery School, an ESEA Title I project administered by the Rochester City School District, worked with the Early Childhood Center in forming an intensive in-service plan that would introduce their staff to the open classroom with a child oriented curriculum. The plan called for each staff member starting with the Project Supervisor, to work as temporary staff for 2-3 days in the Center. All 22 teachers and teacher aides participated with children's program as well as the discussion group which followed. Each staff member of the Early Childhood Center assumed the classroom teaching role in Family Nursery School for one session. This classroom experience by all was followed by a workshop for the total staff of both Family Nursery School and the Early Childhood Center. Following this, full time student teachers placed at the Early Childhood Center spent two mornings a week for 8 weeks in a Family Nursery School classroom as a member of the teaching team in a learning, teaching, observing experience. A similar but not as extensive program plan was used with Genesee Hospital Day Care Center.

January 1971

Scott: A Case Study

Scott's father, a cardiologist, called the Center one day to ask for help with their 4 year old son who has a congenital growth defect and was under 36 inches and weighed about 23 pounds. All possible medical evaluation and procedure had been done and Scott was declared of average intelligence with a major physical developmental problem. Because of his lack of verbal skills (a normally growing $2\frac{1}{2}$ year old sister was more verbal) his parents felt he was retarded mentally as well as physically. He presented the picture of a tiny boy who was small in spirit as well as size. In the classroom, he allowed other children to take equipment from him, push him aside and generally intimidate him in all ways. Our goal for Scott was to build his autonomy by helping him to defend his rights in the classroom and at home.

The staff felt Scott was not at all retarded but depressed and anxious. He was obsessed with the notion of size. His favorite book was Big and Little. He often made the statement, "I'm going to be as big as my daddy when I grow up". His parents had never actually told him that he had a problem with growing. They felt he couldn't understand this idea intellectually. A psychiatric consultant to our program felt that Scott should be told at once. Scott indeed knew there was something amiss and his anxiety was leading to his constant preoccupation with growth and size. We began by sharing our belief in Scott's mental normality, substantiated by test results, with his parents. We asked that he be treated like a 4 year old and not like a twin of his $2\frac{1}{2}$ year old sister. (His mother was still dressing him). In the classroom we helped him to tell other children not to take his materials away. This was a long time in coming. He would often whisper the words or cry.

We taught him to operate the tape recorder. He made a movie. We urged the student teachers not to pick him up or protect him any more than other 4 year olds in the group. We wanted Scott to be just as big in anger, happiness, curiosity and other feelings as other children and not to have his inward spirit reflect his outward size.

Scott stayed with us an extra year to develop further his ability to cope with his peers in relationship to his size.

Today he wrestles with the biggest boys (he's very fast on his feet) and often bests them, talks in depth about his activities and projects, responds to questions about his size by saying, "I'm small but not too small ", or "I'm having trouble growing, you know ", and often is very bossy with his verbal sister when he tells her to, "Be quiet and llsten to me." His parents finally perceive him as a bright and rewarding child and with the new synthetic pituatrin, look forward with great hope for the future.

David: A Case Study

David attended the Early Childhood Center from February 1969 to July 1970. When he was first enrolled in the program at the age 4.0, he was the oldest of four boys in a lower income ($3,000-5,999) Negro family; and when he left to go on to kindergarten at age 5.5, he was the oldest of five boys.

While a student at the Early Childhood Center, David was the subject of behavior modification techniques outlined by Dr. Robert Chamberlin, Strong Memorial Hospital. The goal of the behavior modification was to help David to substitute verbal communication for habitual crying. Baseline observations indicated that David had between 30 and 40 crying responses per nursery school session. His verbalization skills were so minimal when he did talk he could not be understood. Some observers and staff felt strongly that David was retarded.

David's behavior modification porgram included an external control to replace his lack of internal control (i.e. when David cried, he was taken to a special cot in the nursery school room and told, "David, we can't understand you when you cry. When you can tell us what is wrong, we will be glad to help you.") and positive social reinforcement in the form of both praise for verbalization and help to fulfill any communicated requests. After the program had been in effect for a few weeks, David began going to the cot by himself when he cried, thus internalizing the external control the program had given him.

Even greater modification of David's behavior was evidenced when he was unintentionally left inside by a teacher. David cried until she returned. He then told her very understandably, "Mrs. _____, I have to talk to you". David led the teacher to a table and once they were both seated, said, "You

forgot David Addison Walker". They talked together about the incident. The teacher reinforced David's talking by praising his talking and by taking him by himself outside to play.

After that episode, David's crying responses were reduced to between zero and three per session depending, it seemed, on a change in student teachers (the new student teachers needed time to become accustomed to the behavior modification techniques which were used on David throughout the year).

In September 1970, David was enrolled in his neighborhood school's kindergarten. It was felt by the staff at the Early Childhood Center that communication with David's teacher about his crying might prejudice her to the point that she would expect David to be a "cry-baby" and he would, perhaps, realize her expectations. No communication was made with David's teacher until the staff visited her classroom on March 29, 1971.

David was observed frequently raising his hand and answering questions the teacher asked the class. He read a story she had written and corrected the teacher when she failed to transcribe the story exactly as a boy had dictated it to her. David told the staff that he liked kindergarten, particularly playtime. David's teacher, when interviewed, said that David was the only student in her class who had been chosen in September to attend special reading classes and that David had finished a first grade pre-primer. She was amazed at David's verbal skills ("He knew what 'enormous' meant.") and was unaware of any crying behavior.

Nathaniel: A Case Study

Nathaniel is a Negro child of middle class parents with one other sibling, a girl aged 6, who live in a middle income garden apartment in the inner city. He entered our school at age $3\frac{1}{2}$ and has been with us for $1\frac{1}{2}$ years.

His mother's chief concern was his lack of enthusiasm about eating. This child weighed under 20 pounds, appeared extremely physically weak and had little ability to defend his rights amongst his peers.

Our goal for Nathaniel was to improve his sagging self image. Our first step was working with his mother who unknowingly fostered this image by constantly telling and showing how weak he was, by doing everything physically for him and by announcing that Nathaniel wasn't up to this or that activity.

She insisted on sending in a special snack for Nathaniel because she felt ours were not always nutritious. We declined to do as she requested and explained that Nathaniel needed de-emphasis on food and more work on developing a physically strong self concept and an opportunity to gain ease with his peers.

We began a program of self-help (he could not begin to remove a coat or even a sweater himself). The staff encouraged him gradually to help dress and undress himself, to lift hollow blocks starting with the smallest, to talk about his feelings when someone took his train away. At snack-time, he could come to the table and eat or not just as he chose. Soon his major eating experience of the day was at school. At first he began to protect his rights with a feeble, "that's mine".

The program for Nathaniel (only briefly outlined above) was carried out with many parent conferences for a year. Today Nathaniel hoists the largest blocks, wrestles vigorously, leads the group during walks and often tells us, "I'm strong - you know I'm really strong".

Petra, A Case Study

Petra, a $3\frac{1}{2}$ year old girl of mixed parentage (part Phillipine, Caucasian) was accepted at the Early Childhood Center in the Fall of 1970. She is the oldest of three children and lives in a middle income neighborhood in the city. Her mother is a housewife, her father aspires to be a cabinetmaker and presently works two jobs plus running a furniture refinishing repair business from the home.

During the initial home visit, Petra readily showed us her play areas in the front room, in the basement, outside in the garage. She talked rapidly and excitedly. Petra's mother directed, reprimanded, reminded Petra and her sister to use proper words, please, thank you - "Please pass the butter.", etc. while we were having coffee and sweet bread.

The first weeks in school Petra entered head down, did not acknowledge or respond to staff's greetings or conversation. She walked up and down the long classroom, stopping to look at one activity or another or simply stared down at the floor. No contacts were made with her peers. The easel attracted her attention after a few days. One or two pictures were painted in succession, then back to observing other activities. The housekeeping corner and the water table was the next area Petra selected after feeling comfortable at the easel. At the water table she did parallel playing but did not initiate conversation. Gradually Petra singled out a soft spoken quiet boy and together began building with the hollow blocks.

The third month of school Petra's expressions and behavior changed. She entered school giggling or smiling. She began to answer questions directed toward her, volunteered information about her family and activities at home,

initiated play activities with peers, and moved freely from one area to another. She likes especially the music area, woodworking, participating in sensory experiences, building and creative activities. Petra is always singled out and included in activities by her peers. She has developed confidence and a sense of personhood.

Returning to the home, the staff has observed changes in Petra's mother. She gives her chidren alternatives to activities, lets Petra assume responsibility for various homemaking tasks, recognizes Petra's autonomy.

Projects With Early Childhood Center Parents

Celebrating Holidays - Phillipine Day with food and customs
Chinese New Year with food and customs
Jewish Holidays (Channukah, Purim, Passover)
Children's Birthdays

Aquarium (Parent, teacher, children) - Buying fish at pet shop, setting up balanced aquarium

Wood Working - (carpenter father)

Art Projects- Tissue paper pictures

Cooking - Indian Navajo bread, cakes, pies, stew, rolls, soup, etc.

Visits - Working Sites of Parents - University campus, dairy farm & store, Urban League Office, grocery store, TV station, doctor's office, hair dresser's salon, executive conference room, classroom, farm (vegetable), carpenter

Projects With Early Childhood Center Students

Food - Baking- pies, bread, cakes, pizza
Cooking - stew, spaghetti, turkey & trimmings, soup, Swedish meat balls, chili, fair waffles, apple sauce, beef barbaque, doughnuts

Nature - Hatch eggs, terrarium with snails, maple syrup from sap to syrup, citrus fruits, planting all kinds of seeds, peanut planting and products, cotton and cotton products, acquarium

Music & Dance - Flute, violin & cello, harp, coronet, banjo, rock group, ukele, guitars, story telling with dance, folk dancing, sabre ballet

Trips - Planatarium, farm, zoo, airport, lumber yard, father's businesses, pet shop, picnics in parks, nature walks for plants and seeds, parks, city sights

Wood Working - Getting materials at lumber yard, children learning to saw, hammer with real tools

Other Projects With Early Childhood Center Students

Story Writing - Children telling story and teachers (student from University of Rochester) writing it down with children painting a picture of the story if he wants to.

Film Taking by children and students both movie and still.

Research Projects -

Student #1 - Psychology - Cognition Lab - experiment to explore the nature of beginning reading -testing Vlisto's theory of how children first begin to recognize words. (Revised experiment with recognized symbols, "Stop", "Coca-Cola", "Frosted Flakes", "Exit", & "Little Red Riding Hoos".)

Student #2 - Psychology - Study of relationship of child's verbal ability to his concept formation (or discovery) using size discrimination as the task.

Student#3 - Psychology - relationship between language and problem solving behavior in preschool age children.

Student #4 - Mild frustration experiment - relationship between language and thought processes.

July 1969

MONROE COMMUNITY COLLEGE

CAREER PROGRAM IN HUMAN SERVICES

The Human Services program is designed to prepare students to assist professional workers in a variety of settings where people help people. Graduates may work as aides in schools, in nursery schools and day care centers, in social work and mental health agencies, in correctional work, in institutions for mentally or physically handicapped children or adults, and in treatment centers for emotionally disturbed children or adults. Or graduates may use their two years in the Human Services program as the first two years of a 4 year college degree program.

THE HUMAN SERVICES DEGREE PROGRAM If present plans are approved the AAS degree in Human Services will be awarded to students who complete the four semester sequence in Human Services (20 credits in all) and who also earn 44 credits in general education. Under the guidance of a Human Services faculty member the student chooses from the College offerings a general education curriculum suited to his interests and to his particular career choice. Anthropology, human growth and development, psychology and sociology are among the fields that are relevant for Human Services students.

THE FOUR-SEMESTER SEQUENCE IN HUMAN SERVICES All Human Services students are enrolled in the Human Services Core for 4 semesters. The Core has two parts which are to be taken together: a seminar-laboratory on campus, and visiting and field work experiences in community agencies off campus.

The seminar-laboratory is designed to help each student understand and integrate his human services classroom and field experiences, and to develop and practice specific human services skills, such as interviewing, listening, observing, recording and reporting behavior, and group participation and leadership. The seminar-laboratory combines theoretical and applied explorations of basic concepts in human services. Students report informally in the seminar-laboratory about their experiences in field work, and these reports are used as data from which concepts that are important in human services work may be derived. The implications of these concepts for various human service settings are explored. Some of these concepts are: the importance of emotions in human relationships, their range and how to influence them; recognition of the importance of autonomy, growth and self-realization for individuals (self and others) and for groups (own and others'); the role of one's own behavior in affecting the behavior of others; the role of the human services team and one's own place in it; the boundaries of the professional relationship. As part of his education in Human Services each student is expected to carry responsibility for shaping and keeping track of his own learning experiences to meet his own goals. He keeps a notebook in which he records the process and progress of his learning in human services. In addition, each student is expected to practice the use of his emerging human services knowledge and skill to help other students who are likewise trying to make their own effective use of the educational opportunities offered in the program.

Field work experiences in the Human Services Core are designed to give the student an over-view of the variety of kinds of helping services that are offered in the Rochester area, to give him opportunities to explore some of these through visiting, and to give him carefully supervised work experience with clients in the agencies that interest him most. A small amount of academic work is required in connection with each field work placement, to augment the student's practical experience.

PRACTICAL MATTERS In Fall 1969, a seminar-laboratory will meet Mondays and Fridays from 1-3 at the College; visiting and field-work hours to be arranged between the students and their field work agencies. A student who is employed in a human services job in a community agency may use his job as part of his field work placement, if he fulfills the academic requirements for field work and if he is appropriately supervised on the job.

Each semester of the Human Services Core carries 5 hours of credit, and takes 14-17 hours of the student's time each week. (This includes 2 two-hour seminar-laboratories for the whole of each semester; 9 hours of field work for nine of each semester's twelve weeks, as well as agency visiting and class preparation.) The cost of the Human Services Core is $80 per semester, which is $16 per credit hour, the same as for other courses at the College.

WHO MAY ENTER THE COURSE Full- or part-time students are eligible for admission to the program, whether or not they have finished high school (but a high school diploma is required for graduation from the College). Entry into the program requires consent of the Human Services department chairman. Interest in people and a desire to serve as part of a helping team are necessary for successful completion of the program.

Twenty students will be enrolled in the first Human Services Core which will be offered in the fall of 1969. This limited enrollment means that some people who are eligible to enter the program will not be admitted for the fall; they will have chances to enter later, perhaps in the fall of 1970.

In the first class, as in all later classes, the College will admit students who come from many different backgrounds, with many different points of view. This means that all the students will be going to college with people who are very different from themselves. This variety is part of the course, a learning opportunity for every student.

TO LEARN MORE ABOUT THIS COURSE AND THE PROGRAM Please address inquiries about the program to

Mrs. Robert S. Merrill
Monroe Community College
1000 East Henrietta Road
Rochester, New York 14623

Students who think they may want to enter the Human Services course next fall or at a later time are invited to come to an informal meeting at the College

*to learn more about the program
*to meet some of the other people who may want to be students in it, too
*and to give their ideas on how students should be selected for this first class of 20

RESERVE A PLACE FOR YOURSELF If you would like to come to one of these small group meetings please call to learn when and where at the College these meetings will be held, and to reserve a place for yourself. The telephone number is 442-9950, ext. 209.

The Early Childhood Center

3646 EAST AVENUE
ROCHESTER, NEW YORK 14618
(716) 586-4700

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Tel. 482-9499

Miss Helen Rice
Coordinator of Curriculum Planning
West Irondequoit Central School
370 Cooper Rd.
Rochester, New York 14617
Tel. 342-5500

Mr. William C. Young, Director
Center for Cooperative Action in Urban Education
172 Genesee St.
Rochester, New York 14611
Tel. 325-4560

DALCROZE CONFERENCE

EARLY CHILDHOOD CENTER - Rochester, N. Y., November 22, 1969

.....

Jaques-Dalcroze believed that to be musical, a child should possess an ensemble of physical and spiritual resources and capacities, comprising on the one hand, ear, voice and consciousness of sound, and on the other hand, the whole body and the consciousness of bodily rhythm.

The ideal musical education should awaken the whole organism.

1) The study of rhythmic movement awakens the feeling for bodily rhythm and the aural perception of rhythm.
2) The study of solfege awakens the sense of pitch and tone relations and the faculty of distinguishing tone qualities. It develops the capacity to hear, and to reproduce mentally, melodies in all keys, and every kind and combination of harmony; to read and improvise vocally; to write down and use the material for the construction of one's own music.

3) The study of improvisation awakens the motor-tactile consciousness. It develops the ability to transfer to an instrument the experiences gained in rhythmic movement and solfege.

The ideal music education should foster a knowledge of the music of the past and the present -- an acquaintance with the great composers and their most important works.

It should teach children to know themselves, and with every resource of attention and sensitivity, the world around them.

It should encourage the sense of due balance, and the ability to relate to others.

Above all it should, in the words of Jaques-Dalcroze, develop the capacity "to understand and feel -- that is, to love music."

.....

COMMENTS BY DISTINGUISHED MUSICIANS, ARTISTS AND EDUCATORS

NORMAN DELLO JOIO: "Speaking as a father as well as a composer I'm glad to say that I'm as happy as my children at what is happening to them under the Dalcroze method. The enjoyment we all share in music at home is unquestionably due to the sane way natural musicality is fostered and trained at the Dalcroze School. It is gratifying to see principles put into practice that set as a goal the control of the body and its natural grace resulting from a deeply felt inner response to music."

DIMITRI MITROPOULOS: "I consider Dalcroze Eurhythmics one of the most outstanding methods of teaching the art of music..."

BEATRICE LANDECK: "My own teaching principles have grown out of working in Dalcroze."

JAMES MURSELL: "Rhythm in all its complexity depends absolutely on the motor consciousness, the feeling of the play of our musculature. So the psychologically correct approach to music is by way of free and full bodily response. This at once explains why such a plan as the Eurhythmics of Jaques-Dalcroze is entirely sound and is capable of producing such very remarkable results."

ALL-DAY WORKSHOP

FOR TEACHERS OF PRE-SCHOOLS, KINDERGARTENS, AND FIRST GRADES

SATURDAY, JANUARY 31, 1970

"EDUCATING THE YOUNG CHILD WITH A LEARNING DISABILITY in the REGULAR CLASSROOM"

9:45 - 1:30 MRS. LOUISE BORNSTEIN

University of Louisville School of Education
Kentucky Teaching Certifications: Teacher of the Neurologically Impaired; Elementary Education
Co-Director, summer programs for the perceptually handicapped

1:30-2:30 RAYMOND F. COLEMAN: "EDUCATIVE PARENT-COUNSELING for the TEACHER"

University of Rochester School of Medicine,
Associate in Research; Social Worker in Adolescent Clinic and Behavioral Pediatric Program; Coordinator of Adolescent Clinic, Strong Memorial Hospital
Formerly, School Social Worker, Grades K-12

AT: Brighton Presbyterian Church, 1775 EAST AVENUE, ROCHESTER, N.Y.

Cost: $1.50 including luncheon, payable on January 31.

RESERVATIONS REQUIRED: Return the post card or write name, position, school and school address to MC/ACLD or telephone 1-716-271-3540, by January 19.

SPECIAL ATTENTION will be given to any "SPECIFIC CONCERN" you list on your reservation. If it is not of general interest, an appointment will be made with either lecturer for after 2:30, for you as an individual or part of a small group.

Emergency phone nos.: 716-638-5150 - Mrs. Foote; 716-342-1157 - Mrs. Swicklik.

Sponsored by:

MONROE COUNTY ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES
973 East Avenue
Rochester, N.Y. 14607
(Chapter of Health Assn. of Rochester & Monroe Co.; and of New York Assn. for Brain Injured Children, and National Assn. for Children with Learning Disabilities.)

EARLY CHILDHOOD CENTER
3646 East Avenue
Rochester, N.Y. 14618
(Project of Genesee Valley School Development Association.)

THE EARLY CHILDHOOD CENTER

announces

WHAT — An Invitational Working Conference

on

WHEN — Saturday, June 7, 1969

9:30 a.m. to 3:30 p.m.*

at

WHERE — THE EARLY CHILDHOOD CENTER
3646 East Avenue
Rochester, New York 14618

WHY — To formulate plans
for promoting and improving services
to
young children in Monroe County

* A box lunch will be provided

CONFERENCE

to be held at

The Early Childhood Center

3646 East Avenue
Rochester, New York 14618

Friday, April 24, 1970 • 9:30 A.M. to 2:30 P.M.

MADISON JUDSON
Center for Urban Studies
University of Michigan

will speak on

CHILDREN AND TEACHERS AS PEOPLE

In the afternoon there will be a showing of
films on the British primary schools:

Primary Education in England

The Infant School

The Primary School

with a documentary by LOUISE VICK

who recently returned from a study

tour of primary schools in Britain.

Cost: $2.00 including luncheon, payable on April 24th.

Reservations Required: Return postcard by Tuesday, April 21st.

(Registration limited to 200.)

WORKSHOP

"LEARNING PROBLEMS IN YOUNG CHILDREN - HOW TO IDENTIFY AND DEAL WITH THEM"

Conducted by **MRS. ELIZABETH FREIDUS, M.A.**

Education Director of Gateway School, a school for children with learning disabilities in New York City.
Member of Department of Special Education at Teachers College of Columbia University.

SATURDAY, FEBRUARY ~~21~~ 20, 1971
MONROE COMMUNITY COLLEGE
1000 E. Henrietta Rd., Rochester

FOR TEACHERS OF PRE-SCHOOLS, KINDERGARTENS AND FIRST GRADES.
PARENTS ARE INVITED.

9:00 - 9:45	REGISTRATION AND COFFEE Faculty Lounge - Enter Building 1
9:45 - 11:00	DEMONSTRATION WITH CHILDREN Building 9 - Room 100
11:00 - 11:15	FREE TIME
11:15 - 12:30	DISCUSSION Questions will also be accepted in advance.

Sponsored by:

MONROE COUNTY ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES
973 East Avenue,
Rochester, New York 14607
(A chapter of the Health Association of Rochester and Monroe County and of New York Association for Brain Injured Children and Children with Learning Disabilities)
Phone: 271-3540

EARLY CHILDHOOD CENTER
3646 East Avenue
Rochester, New York 14618
(A project of the Genesee Valley School Development Association)

Cost: $1.00 Reservation by February 15

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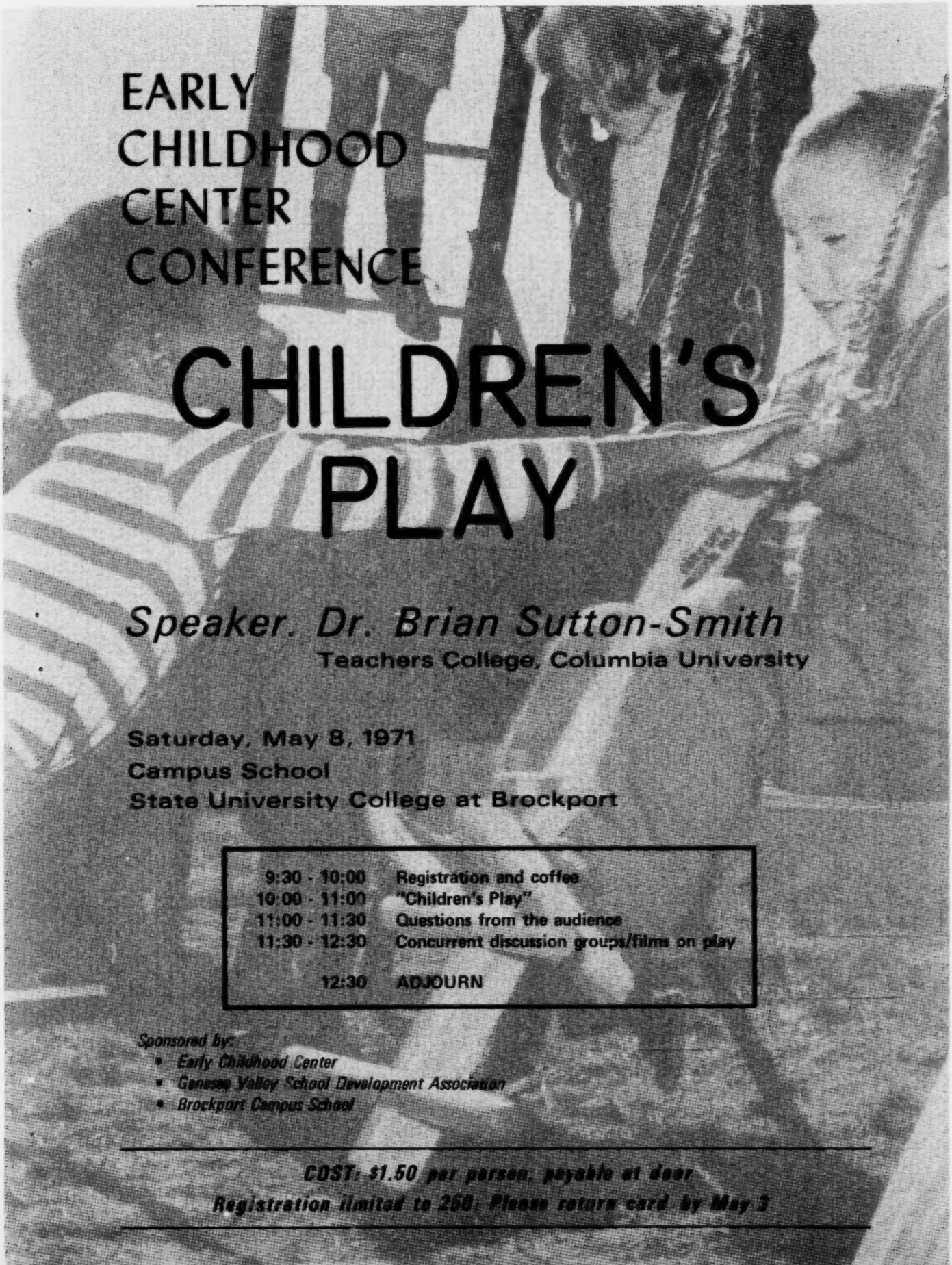

EARLY CHILDHOOD CENTER CONFERENCE

CHILDREN'S PLAY

Speaker. Dr. Brian Sutton-Smith

Teachers College, Columbia University

Saturday, May 8, 1971
Campus School
State University College at Brockport

9:30 - 10:00	Registration and coffee
10:00 - 11:00	"Children's Play"
11:00 - 11:30	Questions from the audience
11:30 - 12:30	Concurrent discussion groups/films on play
12:30	ADJOURN

Sponsored by:

- *Early Childhood Center*
- *Genesee Valley School Development Association*
- *Brockport Campus School*

COST: $1.50 per person, payable at door

Registration limited to 250. Please return card by May 3

THE UNIVERSITY OF ROCHESTER
SCHOOL OF MEDICINE AND DENTISTRY
AND
STRONG MEMORIAL HOSPITAL
260 CRITTENDEN BOULEVARD
ROCHESTER, NEW YORK 14620

DEPARTMENT OF PEDIATRICS

September 8, 1969

Announcement of an afternoon workshop on the use of social learning theory principles to modify the aggressive, dependent, or withdrawn behavior of nursery school children.

Participants in the workshop will (1) examine their current approaches to modifying these behaviors, (2) review studies where principles of "positive reinforcement" have been successfully used to modify these behaviors, and (3) discuss possible applications in their own nursery school setting.

Those interested in learning these techniques can design a behavior modification program for a child in their school and receive guidance in carrying this out.

The workshop will be given by Dr. Chamberlin, a pediatrician on the faculty of the University of Rochester Medical Center, whose main interests have been in the area of early recognition and modification of behavior disorders in infants and preschool children.

TIME: Thursday, October 23, 1969 at 3:30

PLACE: Early Childhood Center
3646 East Avenue
Rochester, New York 14618

Numbers limited to 15 (on first come first served basis) to insure active participation of those taking part. Reservations can be made by calling the Early Childhood Center at 586-4700.

ROCHESTER ASSOCIATION FOR THE
EDUCATION OF YOUNG CHILDREN

and

THE EARLY CHILDHOOD CENTER*

Will cosponsor a workshop on

EDUCATIONAL IMPLICATIONS OF PIAGET's THEORY

Five sessions: April 26, 28, 29,
May 3, 5, 1971
3:30 to 5:30 pm

Session 1. General Theory
2. Science and Math
3. Reality Concepts
4. Moral Development
5. Summary of Theory and General Implications

INSTRUCTOR: Dr. Irene Athey
University of Rochester

Place: EARLY CHILDHOOD CENTER
3646 East Avenue
Rochester, New York
586-4700

* A PROJECT OF THE GENESEE VALLEY SCHOOL DEVELOPMENT ASSOCIATION